

*The*  
**CAMPING**  
**MAGAZINE**

*An Evaluation of Camping  
as an Educational Experience*

**June  
1933**

**IN THIS ISSUE**

**"True and False Education"**

**The Camp vs. The School**

**By WILLIAM H. KILPATRICK**

*Professor of Education, Columbia University*

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*The Contents of this Issue Deal Primarily with  
Organization Camps*

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<i>H. Clifton Hutchins</i>			

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FREDERICK L. GUGGENHEIMER <i>Editor in Chief</i>	JAMES W. POE <i>Publication Manager</i>
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# THE CAMPING MAGAZINE

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## LONG AND SHORT TERM CAMPS—THEIR INTERRELATIONSHIP . . . . .

Obviously the summer camp as a self conscious, self appraising, self understanding institution is still in process of development. It is still historically so young, that quite naturally it has not yet attained its intellectual and functional maturity. In our efforts to help toward the ultimate attainment of such self understanding, one of the first and fundamental phases to be considered is the status and interrelationship in the general camping program, of the short term or organization camp, with respect to the long term, or so-called private camp. The analogy that immediately and perhaps naturally presents itself, and is always glibly, but it would seem, thoughtlessly, asserted when the point is raised, is that the private camp is, as a matter of course, analogous to the so-called private school,—and the organization camp, to the so-called public school; and to many, surprisingly enough, this comparison is deemed quite final and satisfying. But there is one very vital characteristic of the organization camp that would appear to upset this superficial analogy. It is this. Whereas the number of hours in which the child is in school does not vary to any marked extent as between the public and private school (for the greater length of the public school term is practically balanced by the greater length of the day in most private schools),—the organization camp is able to have each camper for an extremely limited period of time, rarely except in exceptional cases, for more than a week or two,—whereas the private camp actually has the child under its influences for an eight or nine weeks' period,—for more actual hours in fact, sleeping and waking, than any school term. This obviously is an important variance, for while educational results attained as between the public and private schools can be paralleled, measured and appraised, that cannot be done as between the private and organizational camps, because of this fundamental difference in length of term.

How is this difference to be remedied or removed? The answer is simple,—but not immediate. It offers an objective to be striven for. Obviously it is, that the public, whether it be the City or State or through private organizations, must ultimately so organize its educational program that it shall divide its educational year into two parts,—that which is to take place in the environment of the school, and that which is to take place in the environment of the camp. Just as the demand in recent years has been for a full time seat in school for every child,—so must there be created for the non-school months a realization of the need for a full time place in camp for every child. Public concern with the complete education of the individual must not satisfy itself with the education of only one phase or side of the individual. Its concern must be with the whole, the entire child,—and when this is sensed then all of our children will receive a continuous education of the right kind, under the right environmental conditions; and at no time will the education of a single child be permitted for a long period, and at that season of the year when supervision is most strongly needed, to be carried on unsupervised and undirected, in the City gutter and on the tenement fire-escapes. Already some communities are beginning to sense this need, and the efforts of communities like Los Angeles, Springfield (Mass.) etc. indicate blind gropings in this direction. When the new civilization and the new social order which the present chaos is ushering in becomes established and stabilized, and the long term camp for the (so-called) *under-privileged* child becomes as general as the long term camp for the (in truth) *over-privileged* child, then will we be able to apply those vital lessons of method and theory and technique which today we men and women pioneering in the development of the camp whether in the group of private or organization camps, through mutual interest and discussion are learning.

(CONTINUED ON PAGE 19)

## "TRUE AND FALSE EDUCATION"

It is always a pleasure to consider education with people who have the real chance to do the real thing. The greatest difficulty is to discuss education with people that do not know what it is—for instance, most school people—they do not understand the real thing. They build up a lot of notions that get in the way of education so that it is very difficult to get an education in most schools. They set the stage against it. I am going to take counsel with you, the readers of CAMPING MAGAZINE, therefore, with the idea of getting you to see in what way education is a different thing from the kind of thing that was done to you in school and what it can be when you have a really fair chance. I do not say that the camp has a 100% chance, or an as full as possible chance, but I do not know anything that has a better chance—I do not know anybody that has a fairer chance than the camp leader has—but unless camp leaders understand what education is, what it is about, what it is driving at—they may miss the point. That, then, is what I am going to consider here; what do we understand about education; what is it that we are really driving at so that we will know how to push it forward, how to make the best of our chances?

I should like to start out in a way that perhaps does not sound so much like education, namely start with life, life itself. You can think about yourself from day to day or about yourself when you were a child on a vacation, or about your boys and girls at camp—anything. Life is continually presenting us with new situations, one right after the other, and queer as it may seem these situations never repeat themselves exactly. When I deliver an address I may have been in that hall before but I never made that same talk before. I never was there on that occasion before. I never was there thinking just what I was then thinking about education because since the last time I had been there I had done a lot of thinking and so I thought somewhat differently, and if I thought differently, then the situation was a different situation to me. Life then presents us with one situation after the other and they are new and we have to deal with them. When life puts a situation in front of you, you have got to deal with it.

### The Camp vs. The School — DR. WILLIAM H. KILPATRICK

If you say, "I won't deal with it" that's your way of dealing with that situation. There isn't any way out of it, you have to deal with it one way or another. Life is continually presenting situations and we deal with them on some basis or other. If we are alert and awake we try to manage the situation to suit us. I do not mean we would be selfish about it—if we were selfish people we would be—but if we were right-minded people we would manage it the best way for everybody concerned. We do try to manage it according to our notion of managing it. Whatever that notion is, that is what we try to do. We try to manage the situation and not let it run away with us.

Now I will bring in a term that you heard in school but I am using it differently. Whenever you try to manage a situation, if you are in earnest about it you *study* the situation. What do I mean by study? You look at the situation and ask yourself what it is; what shall I do this time. If it is a difficult situation, you look at the difficulties, look at the possibilities and you manage your way of dealing with that situation by using the possibilities to overcome the difficulties. For instance, what are the possibilities in this case to me? The possibilities on the one hand are what you, who are to read my words, know and what I can appeal to and on the other hand what I know that I can use with which to appeal to you. Those are the possibilities in the case—my knowledge of camping, my knowledge of education. Now what are the difficulties? The difficulties are that I do not know you at all well and you do not know me very well and I am not quite sure that I am choosing the right words. I do not know just how to manage my words so as to do the best on this occasion. I then face the proposition. I have got to manage this thing somehow, to play my cards right. It is like any game of cards, you do not just know what the other man's hand is and you do not know how to play your cards so as to manage



the case. I am not saying that you my readers, are playing against me. I do not mean that. But I do not know what is in your mind. I do not know how you are thinking at all. I have to play my cards more or less in the dark and you never know how a thing is going to turn out. I have made many talks in my life and I have written many articles but I never know how they are going to turn out until they are delivered or published and read. So I have to study each situation. If I do not know the difficulties in the situation I am not going to deal with it very well. Study—I have to analyze each situation, see what is in it, see how to deal with it, see what I must use.

Let us take the case of a boy who wants to go on a rather obscure trail. He has never been on that trail before. He faces the situation. He has to deal with it. He has to use his resources and he has to deal with the difficulties. Does he study? Certainly he studies. If he has any "go" in him at all he is going to study the signs so he will get on that trail. When he comes to a place where the trail is pretty dim, he looks to see where it leads—this way or that way. Is it studying? Certainly it is studying. What do we mean by study? Whenever one faces a situation, study is his conscious effort to grapple with that situation to manage it. Life presents us with situations, we try to manage them. Study is the way to bring intelligence to bear in managing them.

It is a very curious thing—in school you may learn or you may not learn, but in life you always learn. You may not learn the best but you always learn something. You learn whether you can manage this thing or not. If you do manage it you learn that you do and you know what you do, more or less, that enables you to manage it. If you think about it you can be better ready to deal with a thing like this again next time. If you really study each case, each situation, as it comes, you can be better ready to deal with the situation somewhat like it next time. Suppose you failed. If you have really tried you will know the signs next time and you will say, "Well I must try this another way" or you may say, "It is too difficult for me to try. I won't try it." You have learned and if you are intelligent you have learned well. Even if you have learned that it is too big a job for you and next time you will not try it—that is a good thing to learn. Sometimes you have learned that you probably

could manage it if you would try differently. Whatever it is, if you are intelligent in your study you come off learning. It just happens to you. If you didn't try you didn't learn much. If you did try you have learned a good deal. That is going on every time you face a situation. Right now you are facing a situation the same as I am. I the writer am on this side of it and you the reader are on that side. If you are studying you are learning, if you are not studying you are not learning much. If you are studying you are learning something. You may be learning, "Well, no more of that man for me." If you are learning that, well,—that is what you are learning! It depends upon how you try, how it turns out when you try and how you think about it as you do—that and the accumulation of that—that is all there is to education. That is the whole thing. You can say some of those things over again, you can say them differently, you can take them apart and look at them, but that is the whole business right there.

Now I want to consider two other things. One has to do with thinking—thinking in comparison with habit or skill, thinking on the one hand—habit and skill on the other hand. Some people have talked to you about education and in schools some people work on you as though education consisted of information and habit and skill. Those things have to do with it but there is more to it than that—I am thinking about life now and how to manage the situations of life as they come up. I should like us to consider together how thinking and habit fit into this way of trying to manage a situation. The other evening as I was delivering a talk there was a noise outside in the corridor and a young man near the door got up and closed it. I had heard that noise out there just the same as he did and I thought to myself, if somebody sitting near the door would close that door it would be better. Was that habit or was that thinking? It was partly habit and partly thinking. It was a thinking which used certain things I knew but it was thinking which did use those things. Now the person who closed the door—did he use thinking or did he use habit. He used both. He used habit when he got up and walked and used thinking when he walked in the right direction. If you say walking was habit, walking towards the door was not mere habit but was obedient to thinking. He had to start his walking off by his thinking, he had to direct it to

make it go in the right direction, he had to stop it at the right place by thinking. Do you see then that thinking uses a habit just as you use a tool? If it didn't work out that way it would be just as bad as if the tool used us, as if the habit used us. Suppose my walking habits had begun right then to use me. I should have walked right off the platform. There are some people who have bad habits that control them, but no good habit behaves that way. A good habit is obedient to thinking and we control it. I am very very dubious of learning any habit or any skill or any information or anything except through and for thinking. I do not want to learn it any other way because I do not want any habit to get in the way of behaving by itself; I want every habit to get in the way of being controlled by thinking all the time. Thinking controls habit and skill.

Take the musician—if what the musician wishes to express does not control the technique, then I will show you a bad player. The technique is controlled by soul, otherwise you have a mechanical player; the technique does not control the player, the player controls the technique. The artist controls his skill. The skill of the artist, if he is a real artist, is obedient to the touch of the master. The master has the finest sense of beauty and moves the brush according to what he feels. The skill is obedient to his sense of beauty—thinking is the control. Then if we are going to take these boys and girls, we want to get them every day and all the time to think what they are doing and build the habits and skills accordingly.

This brings us to the question of what they are to think about and how they are to think. We want to get these boys and girls to the place where they will more surely, think more broadly before they act and more surely act appropriately by their thinking. Think broadly and act appropriately. If they will think broadly they will be considerate of other people. If they do not think broadly they will think about themselves. Everyone always has this problem—when you or I face a situation there will be certain elements in that situation that will appeal to us directly—"I'd like to do this." Some people just go ahead and do the thing they would like to do without stopping to think what difference it makes to other people. Education means that these boys and these girls and you or I,—we all ought to grow in the power and disposition

to think about all the things involved before we act, and if we build the proper character we build more and more the disposition to ask ourselves, "Now what is really at stake here?" and not simply do the first thing we feel like doing, or not to do anything because we feel like not doing just that. We ask ourselves about what else is involved.

Every time you face a difficult situation there will be inclinations in you to "do this just because I'd like to do it," and not think of those other things that are involved in it. Education consists in getting boys and girls as they grow older and older to take more of these things into account before they decide and learn how to act according to what they learn to take into account. It is that kind of thinking that makes the intelligently moral person. So that not only ought habits to be obedient to thinking but the wishes of people ought to be obedient to their thinking. They ought to think—What is involved in this thing?—not merely, What do we wish? How would that affect these other people? I should say, then, that education consists in meeting each situation, thinking about it better than you did the last time, thinking about it in terms of things you have learned in the past and bringing these things to bear on this situation and acting accordingly. Now this is education.

Do you not see that what I said at first was that school is not the place to get an education? The school as most of us know it is the last place to get an education. They have those separate desks, you just sit there and learn some lessons that someone tells you to learn. What is that?—nothing. It is life that educates—it is facing situations one after the other, meeting those situations squarely, meeting them with full responsibility, thinking through what is involved in each, acting according to your best thinking,—when you do that today and tomorrow and the next day and accumulate the results and bring the results to bear on each succeeding situation—that is education. You people in camp have the best chance of almost anybody because your boys and girls every day and all the time are meeting situations. They have to deal with those situations; they have to learn how to deal with those situations. They begin in the morning, "Shall we get up on time?" That is a situation, thinking it through they act accordingly. "Shall we be properly ready for breakfast?" That

(CONTINUED ON PAGE 20)

# CAMP PROGRAMS———STATIC OR ADVANCING? . . . . .

**I**n most human enterprises a measure of "likeness" or homogeneity on the part of the people involved is an advantage. As the members of a cooperating group become less "like" one another, the problems multiply. Schools, churches, industry, recreation—everywhere this same truth can be observed. The reason is quite simple. If the membership of a group exhibits diversity in ability, experience, age, size, enthusiasm they cannot be expected to reveal other than diversity in progress or results.

Strange to say, this fact has escaped many who plan camping experiences. I have before me the responses to a study of camping as carried on by some 40 organizations. I note age ranges like the following, 4-17, 7-19, 6-16, 6-20. A tabulation of 16 of them (who *knew* what ages they had in camp!) reveals the following distribution of 3739 boys:

It will be noted in Table I that outside the 10-15 range the numbers thin out very

by **DR. H. W. HURT**

Research Director, Boy Scouts of America

agencies as found in our White House Conference figure of two years! The weighted average of these is 1.8 years or times at summer camp.

What is sorely needed is more of just such elementary information, before the more discerning question of outcomes of our programs should be faced.

Now let us look for a moment at this situation from the angle of the young people themselves, before thinking of our programs for them. Our White House Conference figures revealed that the agencies sponsoring activities for boys and girls and youth have concentrated most of their efforts in the "12-15 year" zone as evidenced by membership ages. Relatively little has been done in the preceding or following zones. Now

TABLE I

AGES OF CAMPERS IN 16 CAMPS (MEDIAN 11.66 YEARS)

	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Numbers	15	39	101	243	474	588	619	529	504	357	155	37	34	14	10	20	3739
%	0.4	1.0	2.7	6.5	12.7	15.7	16.6	14.1	13.5	9.5	4.1	1.0	0.9	0.4	0.3	0.5	100%

TABLE II

AGES OF CAMPERS IN CHICAGO SCOUT CAMPS (MEDIAN 13.12 YEARS)

	12	13	14	15	16	17	18	19	20	Total
Numbers	489	860	670	463	244	103	19	9	6	2863
%	17.1	30.0	23.4	16.2	8.5	3.6	0.7	0.3	0.2	100%

rapidly. This is itself significant. In the older Scout group in Table II note the higher percentages of upper ages but note the same thinning out after 15.

Very few of these camps know anything about the tenure, the repeaters, the years campers have spent in camp—3 units only had data on staff and 6 on campers.

These figures of tenure tell their own tale. Over half, but one year; a fifth two years; a

%	28.8	18.3	20.2	7.7	3.8	1.9	0	14.4	4.8
STAFF 104									
Numbers	30	19	21	8	4	2	0	15	5
Years in Camp	1	2	3	4	5	6	7	8	9
CAMPERS 1542									
Numbers	892	348	172	73	32	12	5	5	3
%	57.8	22.6	11.2	4.7	2.1	0.8	0.3	0.3	0.2

ninth, three years. It would seem that the average tenure parallels rather closely the tenure of membership for all boys and girls

what are the facts about these areas? While calendar age is a fuzzy and illy calibrated unit of measure, it is widely used for school entrance, work certificate, compulsory school period, majority or minority before the law, citizenship, etc.

We have just made this 12-15 zone into a junior high school period, recognizing of course the few who go faster and are below those ages and the larger numbers retarded

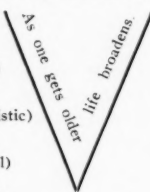
and hence beyond those calendar ages but associated with that "school age." While the term "12-15 year old zone" must be recog-

nized as plus or minus one or two years at any given year, it is on an average a rather descriptive and still useful term because of its close parallel to physiological age. By 15, the process of puberty has been effected for over 80% of our boys—marking their new social interests in “the chum” and “the girl.” By a similar token, the accelerated onset of the process made the same boys a “ganger” somewhere around the 12 year point. Here in 9-12, 12-15, 15-18 are three zones of maturity and development differing more from each other probably than any other adjacent periods, and despite which, present usage in many camps still throws together in all or many camp enterprises.

That this is unfair to the camper—the educatee, the enjoyee—calls for little argument. Even a hike calls for elements of homogeneity in terms of which distance, effort, time, speed, fatigue—all demand attention if the project is to be wisely administered.

#### AGE AND EXPERIENCE LEVELS

Years	Period
18-21 ±	Free—(or Citizen)
15-18 ±	She—(or Romantic)
12-15 ±	We—(or Gang)
9-12 ±	Me—(or Individualistic)
6-9 ±	See—(or Wonder)
3-6 ±	Knee—(or Preschool)
0-3 ±	Wee—(or Helpless)



The above descriptive “words” have more than euphony. They describe in part rather outstanding characteristics. Viewed from the angle of an agency presuming to set programs for age and experience levels, it is imperative that adequate account be taken of the fact that life is *progressive*—not static.

The child from 3-6 has already “outgrown” his early toys and requires by nature broader, older, “new-to-him” experiences. So with every level. “What follows” should be broader, older, fuller, more autonomous or more on his own, richer, newer and with the consciousness to the boy (or girl) of progress, of advancement—if satisfaction is to be found therein! The reason is simple. That is the order of life itself. The Infinite has so ordained the cosmic plan. Growth and advancement are the demand of satisfying life. It starts with the child in his crib—does this age old “divine unrest”—this demand for growth and progress and continues until the life force is spent and the down hill trail to the grave begins.

The problem is this. A fine, rich, satisfying experience like camping should not “burn out” in 1.8 experiences. It should progressively carry on and on. Are we justified as planners who presume to program from “6-20” if we serve the same kind of program all along the line? Can the type of outdoor experience *and* social setting suited to the inherent needs of a 6 year old boy be justified when offered to the 16 year old? Or vice-versa? All the research of recent years unites to say “No.” Schools, Sunday schools, athletic squads, and so on are classified in terms of ability and experience levels, where one status leads on to something else.

In the Boy Scouts of America we have said for our 9-10-11 year old “Cubs” that their outdoor program should be something quite different from that of Scouting, so that when they reach the Scout stage they may find the experiences *there*, new and challenging and satisfying—not just the “same old stuff.”

By the same logic, and based on experience, increasingly Scout camps and councils are providing special advanced experience for older Scouts.

Here is a problem, an obligation to the youth involved, to give them opportunities to have wholesome experiences which are not static but are advancing, and growth inducing.

*The next issue  
of  
Camping Magazine  
will feature  
sports and  
physical education  
in camp.*



## CAMPING BY TROOPS . . . .

THE "philosophy of a thing" is a phrase much used and perhaps little understood. Surely this is so with the "philosophy of camping". It would seem that this term is intended to convey the ultimate results hoped for from a given operation. The unfortunate situation too often develops that those responsible for the prosecution of a program become enamored of the *means* of accomplishing the ultimate and lose sight of the *end* desired.

In the National Constitution of the Boy Scouts of America the purpose of the movement is stated to be: "To promote, through organization and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them to Scoutercraft, and teach them patriotism, courage, self reliance, and kindred virtues using the methods in common use by 'Boy Scouts' by placing emphasis upon the Scout Oath and Law for character development, citizenship training and Physical fitness."

The Scout Camp offers rare opportunity to accomplish these ends through the Troop by reducing the complexities of adult life to a scale within the comprehension of the boys of Scout age. The Troops parallel adult committees and the patrols are the little groups, gangs or cliques within any community. This reproduction, however, must be complete to be of value. School methods, for instance, cannot be used because, in point of time, for one thing, only about one-tenth of a boy's life is spent in school. So we might with equal force refer to the Church, the play ground, the swimming pool, the home, the ball field and the theatre. Thus we can readily see that we cannot reach the high aims set up for the Scout Movement if we confine ourselves to any specialized technique. We must reproduce in the camp, life in miniature under conditions which will give the Scout an opportunity to practice and to realize for himself his responsibility regarding morality, responsiveness, economics, social obligations, vocation, physical fitness, religion, leadership responsibility and personal resourcefulness. It is necessary to create surroundings and situations which will of themselves impress upon the Scouts' minds the practical

### Philosophy and Mechanics of Camping by HARVEY A. GORDON Of The Boy Scouts of America

application of the various parts of the Scout Oath and the Twelve Scout Laws.

Standing on the above premises it becomes perfectly apparent why we cannot have an athletic camp, or a nature camp, or a test passing camp, or a mass camp where individuality is smothered under rules, regulations and technique.

In a Boy Scout Camp technique is a means to an end. One of the great cardinal philosophies of the movement is that Scouting is a game played under a volunteer leader called a Scoutmaster, with volunteer players called Scouts, formed into teams called patrols which belong to an association known as a troop. It must ever be kept in mind that the Scout Movement must attract, and to do this it must of necessity give satisfaction.

#### *Camp Administration*

The carrying out of the Troop unit plan of camp operation requires that the Executive officers (Scout Executive and Camp Director) shall observe four important principles, as follows:

1. Carry out the camping program through the troop Leaders, without the Executive Officers exercising direct control of the Scouts.
2. In consultation with the Troop Officers, they shall clearly formulate in their own minds, the objectives which they wish to accomplish with the Scouts. Then, by means of written instructions and personal conferences, they shall develop a technique for securing these objectives through the Troop Officers.
3. The camp program shall include the actual art of living and existing in the camp and not be a thing separate and apart from the program of activities and training.
4. Every phase of the Troop unit plan

of camp operation shall recognize the Troop as the only legalized unit of organization for boys in the Boy Scouts of America, using the nomenclature of Troop, Patrol, Scoutmaster, Ass't Scoutmaster, Junior Assistant Scoutmaster, Senior Patrol Leaders, Scribe and Quartermaster.

The desirable objective of the professional staff is not so much to conduct a camp which redounds to their immediate credit, but rather to the end that the operation shall increase the opportunity for the volunteer adults to practice leadership and the boys, through their activities, to improve their characters and more fully absorb the ideals contained in the Scout Oath and Twelve Scout Laws. The duties and responsibilities of the Troop and Patrol Leaders shall be wisely fixed and unreservedly supported by the professional staff.

It is therefore, quite obvious that the camp leadership will divide itself into two groups, viz: the responsibility fixing and supporting group and the Troop leadership group. The former shall continue as heretofore to be responsible, for the general administration of the camp, but they shall recognize the Troop Leaders and reach the Scout campers entirely through them.

This method of dealing through the Troop Leadership shall start with the recruiting of the camp attendance. Heretofore the latent possibilities of the help available through the use of the Sponsoring Institution, the Troop Committee and the Commissioned officers have been largely passed over by the Local Council Professional staff. The recent financial disturbance has forced many professionals to seek the aid of these men and the results have been amazing. After all is said the troop does belong to the institution, and that part of the constitution quoted above very definitely states that the movement will be promoted in co-operation with other agencies. The ninth provision for the Troop Committee which has been written into the National By-Laws states that the Troop Committee shall be responsible for: "Securing suitable opportunity for the members of the Troop to spend one or more weeks in camp, with adequate facilities and supervision." Under "Charters to Institutions," the By-Laws, among other things state that an institution receiving a charter obligates itself—"to make an effort to provide the members

of the Troop with an opportunity to spend a week or more in a summer camp conducted according to prescribed standards." Recruiting is the point of beginning the Troop Unit plan of camping. Emphasis placed upon arousing those already legally responsible for getting Scouts to camp will not only bring greater results, but will bring the Scouts to camp in troop groups and under their own leadership. They will return under their own leadership providing that leadership is given a job which will speak to their self respect and pride.

It is recognized that it is not possible, in some instances, to have the chartered Troop in camp, but it is very definitely believed that Scouts carrying on in a camp, even under Provisional Troops, will gain a very much greater appreciation of the game of Scouting, and of troop cohesion, than if they are handled without the Troop unit idea. Indeed, it is quite practical, if one begins in time, to recruit Scoutmasters and Assistants, who for one reason or another cannot attend camp at the same time their troops do, to come when they can and take charge of such Scouts as may have to be organized into Provisional Troops.

#### *Camp Sites and Construction*

The physical layout of the camp greatly affects what takes place in a camp. It seems that the ultimate aim should be to provide separate sites for each troop unit,—these units to be provided with water and latrine facilities. Plans have been developed and are available for Troop kitchen, dining facilities, patrol kitchens, troop latrine-wash house, work shop and nature laboratory. By segregating the troops on their own sites they are more thoroughly placed upon their own responsibility and feel freer to exercise their leadership. For camps of more than one hundred central kitchens have been developed from which such meals as are provided by professional help are distributed in heater stacks to the various troop sites. The Camp Engineering Service is also in a position to come to the assistance of any Council to help in the adaptation of their present facilities to the Troop Unit idea. Flexibility is the key note of all facilities—this in order to accommodate troops of various sizes which come to camp.

The Camp Construction divides itself into the following:

- Construction Supervision
- Campsite Real Estate
- Communication Facilities
- Water Recreation Facilities
- Potable Water Supply
- Sewage Disposal
- Refuse Disposal
- Building and Structures
- Permanent Equipment

Every Local Council owning a site for which a contour map has not been developed has many hidden values which such a map will bring out. These maps are most valuable for camping development when developed with two foot contours and plotted to a scale of 50 feet to the inch. Most camps developed and operated on a massed camp basis actually occupy a relatively small proportion of their acreage. The use of the segregated Troop sites will spread the camp over more of the property, thus bringing the Scouts nearer to a camp atmosphere. Unlimited opportunities are opened up for trails, nature work, gates, arches and similar structures. The scattering of the units also makes for greater flexibility and freedom of action in the arrangement of the facilities within the Troop camp.

Communication facilities between the several camps assume proportions to challenge the ingenuity and resourcefulness of all. Scout made and installed field telegraph systems are no longer playthings but fill a real need for keeping in contact and conducting business. The Troop located half way up a mountain side or on the other side of the property now takes a real interest in using pack animals. These things are no longer curiosities but actualities in their lives. They call for patience, resourcefulness, accuracy and the exercise and practice of many things which will increase their respect for right living and thinking.

Recreational water facilities are probably the least affected by the Troop Camping plan. The regulations as now developed seem adequate. The structures where they conform to the needs of safety, need no change.

The potable water supply will need considerable attention in most camps in order that water may be made available in each troop site and at the latrine wash house of each site.

In the disposition of sewage, each troop camp should have its own facilities.

Garbage should be handled by having small covered cans at each patrol kitchen and a ten gallon can at the Troop Kitchen from which point the garbage is collected for final disposal.

The type and use of buildings and structures probably require the largest amount of attention from the standpoint of troop camping.

To meet the premise that the actual act of living and existing in a camp shall be made a part of the program, it is necessary to design cooking and dining facilities on a Troop and Patrol basis. A fuller discussion of these operations will be given under commissary.

A simple canvas covered open shelter has been developed, two of which are recommended in a Troop Camp—one for a Craft Shop and the other for a Nature Lore headquarters.

A central building is designed to house the commissary, administration office and an assembly room. All structures are developed in rustic architecture to fit local conditions. A 20 x 20 cabin provides for the first aid and doctor.

### *Equipment*

The approach to the equipment for the Troop Camp is much more primitive than under the mass camp plan, because the segregation has reduced the size and simplified the problems to be solved.

The cooking range is of the open fire type permitting exactly the same handling as if the fire were built in the open. It is equipped with a reflector oven. This kitchen is equipped with shelving for dry groceries. The cooking gear is that necessary for thirty-six persons. For dish washing, four 20 qt. dish pans are used where each table washes dishes by hand. Detailed plans of the dishwashing outfit are available. Each Troop Kitchen is fitted with a small domestic refrigerator to care for butter, milk and such other perishables as may be kept on hand at the Troop Kitchen.

All personal mess gear is held individually by the various campers because of their shifting from the patrol kitchen to the Troop kitchens.

All housing for sleeping purposes, throughout Troop camps shall be small tents for two or four Scouts. These small tents are used in order that the Scouts may

erect and take them down. It has been found that tents larger than these are too heavy and beyond the ability of boys of Scout age to handle. Another reason is that these small tents can be easily shifted from one site to another to make adjustments for varying numbers in troops, also each new group can rearrange their tent layouts to develop initiative and individuality.

For summer camps steel cots with bed sacks are recommended. For weekend camps ground cloths and bed sacks are satisfactory.

Tent floors will be needed where ground conditions are rocky, excessively sandy or uneven.

### *Commissary*

With the consideration of commissary details the picture of camping by troops becomes plainer. It is a basic principle of troop camping that the actual living and subsisting in camp shall be integrated as a part of what the Scouts do. Heretofore, most of the commissary duties assigned to Scouts have consisted of drudgery, such as dish washing, vegetable peeling, sweeping floors, cutting wood and carrying water. It must be admitted that all of this type of work, with none of the real cooking with its thrill of a well prepared meal or the satisfaction of having mastered the chemistry of cooking, is drab and uninteresting.

It seems wise not to place all the cooking during a day at the main camp in the hands of the Scouts.

It must be kept in mind here as throughout the whole of our consideration of Troop camping that we are to use the technique as a means and not an end. We are not teaching Scouts to cook in order to become professional chefs, but to develop their resourcefulness, and self dependability. Therefore, if one meal is cooked by the Patrols, one meal by one patrol for the whole Troop and one meal by the hired cook, it is felt that variety is introduced to a sufficient extent to make the game interesting.

The Executive Officers of the camp staff shall build menus, recipes and food lists to be viewed through the eyes of the Scoutmasters, Assistants, Patrol Leaders and their Quartermasters. The set up shall be such that the Quartermasters may see their patrol or troop needs expressed in terms and quantities applicable to the problem of feeding their own patrol or troop.

Every qualified person who can cook over an open fire has a certain technique that he uses in the preparation of food. This varies with almost every such person and most of the ways are good. Much depends upon the geographical location of the camp, the kind of fuel available, etc.; however, the problem before a Camp Staff is to put this technique in shape to be gotten across to the Scouts.

All boys of this age do and can learn through the typed page. When the assigned Staff Officer has located the man who knows how to prepare food he should sit down with him and reduce his method of preparation to the printed page. Horace Kephart's book on "Camp and Woodcraft" contains some excellent suggestions. Always keep in mind that every person likes to do something he learns how to do well. Teach your leaders how to put over good cooking over the open fire to the Scouts and you will have them playing an interesting game instead of dreading the drudgery of it and what is worse the aftermath of eating what has been cooked.

It is not enough to prepare good menus and make available good technique, but the food lists showing the quantities necessary to be ordered by the Quartermasters for their Troops and Patrols should be carefully prepared. There is such a menu and provision list available through the National Camping Service.

The use of the prescribed Scout system will not only furnish an activity for the Scouts but at the same time gives them an opportunity to play the game of life in reduced plan which will appeal to their desire for new experiences, teach them reliability, a sense of values, and give them a vital interest in the business affairs of the camp.

### *Craft Training*

In the methods of using the Craft Training in Troop Camping we face the necessity of revising much of our practice. Here again the problem is to make use of this training for the purpose of gaining the ultimate ends of Scouting and not to produce a group of pseudo technicians. It is not a question of trying to deliver the greatest number of tests passed, but to use this training to the end that the Scouts will have had the kind of an experience which will make them feel that Scouting is the greatest game they have ever played. Work the training

(CONTINUED ON PAGE 21)



# THE C. D. A. A. COMMITTEE ON STANDARDS AND CERTIFICATES . . . . .

**Continuing the Preliminary Report of the Committee on the Dance, — and Presenting Standards or Minimum Essentials for a Counselor's Course in Correctives in Dance Form,—Together with Bibliography on the Dance**

## A Specialized Use of the Dance

### Introduction

Because of the growing demand for Form and the scarcity of courses of instructors of Correctives in Dance training for this specialized use of the dance, the following curriculum is suggested.

### Reason for special course in this subject

In the specialized use of the dance in connection with correctives and gymnastic work the objectives are, first: greater enjoyment of exercises, for work that might be considered dull and tiresome when executed in the usual manner, can be made enjoyable through the use of rhythm and suitable music and interesting group formations, all embodying dramatic contrast and climax; second, through this enjoyment, a resulting greater interest in posture and alignment; third, a widening of the field of the dance by interesting a large group of individuals, among them awkward, self-conscious girls, and even women and boys who frankly refuse to dance but who will join "exercise classes" and who really have an instinctive desire to express themselves in rhythmic movement.

## I. Plan of the Course

### Objectives of the course closer relationship of art and science

One of the chief objectives of the course is to bring into closer relationship art and science; to enable the physical director to have a keener appreciation of art and the dance, more self-confidence and practice in arranging her work in artistic form—which will make it more attractive to her pupils.

It is suggested that an intensive course of four weeks be given to prepare an instructor to teach correctives in dance form. Lecture, theory and practice—under instruction four hours daily, one additional hour for the working out of original group problems and one hour of individual study.

Note: It is understood that the same amount of subject matter could be given during a university course covering eighty hours for the term.

## OUTLINE OF MINIMUM ESSENTIALS

### Essential Courses

1. Sciences of the Human Body, including:
  - a. Corrective procedures.
  - b. Either a comprehensive survey of anatomy, kinesiology, physiology of activity, the physical examination, or a prerequisite of two or more of these subjects.
2. Dance Materials.
  - The Modern Dance.
  - Correctives in Dance Form.
  - Rhythmic Body Mechanics.
3. Music—including music appreciation, music in relation to the dance—rhythm and the use of percussion instruments.
4. Art and Design.
5. Theory—methods and problems.
6. Composition—including the arrangement of fundamental movements and of corrective and gymnastic exercises in dance form.
7. Practice teaching.

## II. Outline of Minimum Essentials

### Two year college course a prerequisite

It is suggested that each student for the following course should:

1. Have had at least high school education and two years of college *or its equivalent* in extra-curricular studies in the field of the dance and its related arts, or in the field of physical education and the psychology of teaching.
2. Be able to discuss posture intelligently.
3. Know the terms, locations and functions of the most important bones, ligaments and muscles in the body.
4. Know the principles of the different systems of correctives.
5. Know the new trends in posture work, and have logical reasons upon which to base her own conclusions, and the work she will teach.
6. Be able to give a physical examination including measurements and diagnosis for posture, and to convey to each pupil knowledge whereby she may improve her individual irregularities.
7. Realize the importance of sufficiently long periods of rest after the periods of tension, within the exercises themselves and be able to rearrange exercises to suitable music so this rest period will have greater emphasis.
8. Have some practice teaching of the material given in the course.
9. Have as material, and be able to teach, an entire series of individual rhythmic correctives, to the accompaniment of suitable music, in the recumbent, sitting and standing po-

sitions. This series should be planned to correct all the common faults of carriage.

10. Have as material a very simple series of individual rhythmic exercises to suitable music, in the recumbent position, for the improvement of alignment; these should reduce to a minimum all effort and strain in the execution.
11. Have as material a very simple series of individual rhythmic reducing exercises in the recumbent, sitting and standing positions.
12. Have as material six dance correctives in group form, continuous and with suitable music. It is suggested that they be arranged to accomplish definite results, such as one composition to correct the common faults of carriage, one to reduce abdomen and hips, one to control tension and release, one to improve coordination, one to give greater strength and flexibility, and so on.
13. She should also fulfill essentials quoted in No. 1 and 2, Part 2 under Essentials for the Dance.
14. Complete some original studies by the end of the course, preferably a composition of correctives or gymnastic exercises in dance form, using either drum beats or music. By special permission in place of this, a satisfactory paper may be written based on research work.

### III. Qualifications of a Counselor of Correctives in Dance Form

Practically the same qualifications as were cited above for the counselor of the Dance would apply to the counselor for this specialized use of the dance.

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(CONTINUED ON PAGE 23)

## THE CAMP COUNSELOR AS A TEACHER

**H**AVE you as a counselor ever realized the responsibility that is yours in guiding and teaching the young people in your camps?

We frequently hear it said that the summer camp can now justifiably be considered to have a definite educational influence. This is certainly true in many phases of camp life, especially with respect to the learning and development of certain manual skills, pre-vocational exploratory opportunities offered the camper, the development of recreational skills, and the opportunities afforded for learning about nature—the natural laws and natural sciences.

There are several principles of learning, a knowledge of which may conceivably help the counselor to have a greater good influence on the youngsters in his care.

Let us first consider this point. We as counselors cannot *teach* the child anything. By its very nature the learning process is something that goes on within the person, involving either his mental or physical mechanism, or both. We can, however, set up the situation so as to make conditions favorable for learning.

Of primary importance, perhaps, in the camp situation is the example set by the counselor in his everyday living. Since counseling is a twenty-four hour a day job, the importance of this factor can readily be seen and it need not be elaborated further. It will suffice to say that frequently it is the little things that campers observe and imitate.

Then there is the ever recurring problem of motivating the child for participation in new activities. This problem can perhaps best be approached from the standpoint of interest. We can learn only in terms of what we already know; consequently any new interest must be founded on some interest already present. Once established this new interest can be developed by securing further information about it and by arranging the circumstances so that the child can achieve some degree of success. Vigorous and continued application will follow as a natural consequence if the foundations are properly laid. Try it on yourself, Counselor, just to see how motivation can be had.

by **H. CLIFTON HUTCHINS**

Assistant in Education, University of Wisconsin

Involved also in the problem of making conditions favorable for learning is the idea of self-activity on the part of the camper. People learn by doing. Probably most of the campers will not be able to do a new task correctly the first time and some will not be able even after much practice. But if the child is doing something he is learning something. What that something is, that is being impressed on his mind, we do not always know, but it is up to the counselor to guide those busy hands and minds toward worthwhile ends and to see that some little thing is accomplished each time in order that it may serve as a stimulus to further activity.

There is one other item that should be mentioned in order to ensure progress. No matter what the activity may be, a periodic check up of some kind is essential for determining how well one is succeeding with what he set out to do. It may be done subjectively by the counselor or in some more formal way. The method matters not; the end, a great deal. Improvement comes in teaching or in learning only by evaluating the methods and results of the past and by placing greater emphasis where needed.

A camp situation is quite ideal for learning. There is a freedom seldom found elsewhere. There is the opportunity for adapting the activity to the needs of the child such as few other educational mediums offer. There is that very desirable opportunity for a close personal relationship, developed by living and working together, both between and among campers and counselors, which is unmatched except in the family circle. And above all, Counselor, you have as your material to work with and as your responsibility, that most plastic and educable and fascinating of subjects—the young child.

# A STUDY OF CAMPING PUBLICATIONS ISSUED BY ORGANIZATION GROUPS

At the request of Miss Welch, then president of the Camp Directors Association of America, The Study Committee on Camping Publications of Organization Groups was organized under the chairmanship of Miss Emilia Thoorsell, of Girl Scouts. The committee was made up of Miss Hazel Allen, of the Y. M. C. A.; Mr. Carl Hesley, of Henry Street Settlement; Mr. L. L. McDonald, of the Boy Scouts of America, and Miss Jeanette McKeller, of the Camp Fire Girls. To this committee was assigned the task of gathering the available printed and mimeographed material on camping from the various organizations which have camping as part of their program.

The report of this committee, which is most comprehensive in character and covers nearly one hundred typewritten pages, will unquestionably be of great value to every person interested in the educational camping field. Its immediate publication either in THE CAMPING MAGAZINE, or in pamphlet form by the Association is not feasible; but at least the interesting and stimulating list of publications, both for campers and staff, ought to be made available at once for immediate use. CAMPING MAGAZINE therefore presents that part of the Committee's report dealing with the bibliography, and at the same time expresses the hope that the balance of the report, which is an analytical survey of camp objectives, minimum standards, and of general leadership requirements, as well as of leadership training requirements, may be made available in the near future.

## BIBLIOGRAPHY OF CAMP PUBLICATIONS OF ORGANIZATION GROUPS

The camp publications of organization groups which were sent to the Committee have been listed in the following pages under the general subjects in which, judging by the titles and a brief glance at the contents, the material seemed to fall. No attempt was made to read and analyze the material which is a necessary procedure if a more complete, detailed and selective bibliography is desired.

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GIRL SCOUT HANDBOOK, Girl Scouts, Inc., 1932, 464 pages.

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# CAP'N BILL'S COLUMN

## . . . . ARE THERE NATURE MIRACLES AT YOUR CAMP?

The riches of a camp environment are for use. Every camp boasts of its lake or bay. Every such body of water has its beach. Every beach has its long-legged shore bird whether it be a sandpiper, plover, or killdeer. Whatever the bird is that patrols your sandy beach, this is certain,—he is worthy of your acquaintance.

On a hike one day we saw a killdeer fluttering along the ground as if she had a broken wing. This ruse was too well known to lead us away. We immediately hunted for the young. A downy little fellow with a white collar and black necktie was soon discovered squatting on the ground. It took several "pointings" for all to see it. Each camper gave a chuckle as he passed this observation test.

Then the campers were given opportunity for a "close-up". What do the long legs indicate about this bird? It was obviously a wader. For proof all one had to do was to look around. The wheat field was full of mud puddles. Bird or camper would have to wade if he was going to hunt there. What do the three toes in front and no hind toes show? It did not take a stretch of the imagination to surmise that this bird does not perch. Compared with a baby robin this bird is precocious. Who can see how this is? The campers soon had it figured out that the killdeer was born on the ground and that from the first it was to his advantage to be able to run. The campers were then asked if they would like to know what the old southern saying to "run like a killdeer" meant? They admitted that they would and the baby killdeer was allowed to give the answer. He ran swiftly and gracefully. With a little direction on the part of the spectators he swam across a puddle and disappeared in the stubble, to the accompaniment of many "ooes" and "ahs."

This drama lasted ten minutes. There had been no rehearsal. There had been preparation by way of knowledge and experience. And that is why I have related this episode, so that the directors and leaders who happen to read this will be prepared to stage a similar performance.

While you are reading this there are great flocks of golden plover leaving the swamp

lands of Argentina and Brazil for the tundra of the Arctic. There is an urge-force within that compels them to take this long journey. (It is a similar urge that sends boys and girls to Camp.) These bird tourists might just as well raise their young in South America but there is an old family custom that drives them northward to nest. For weeks they take on grasshoppers and other foods to be stored in their tissues as concentrated fuels which enable them to travel. Those going from Hawaii make a 60 hour non-stop flight. You can get an inkling of the power of their fuel and engine when you realize how much gasoline is required to drive automobiles forty miles an hour for two and a half days.

The plover now has three months in which to develop, hatch, grow, and get strong enough of wing to return to South America. The strange thing is that they all return south by direct trans-Atlantic flight from Nova Scotia. Their fuel is mainly derived from berries. (We don't always use the same gas and we don't always return the same way either.) What a psychological handicap if they could stop to think that they have no fourth toe for perching, no tree to perch in if they could, and no feet for swimming. This inner drive sends them fearlessly on a 2500 mile trip. Just as certain it sends them to doom if one wing feather gives way or if the heart fails to stroke.

Sometimes there is a strong "Nor-Easter" that drives these remarkable birds to the Atlantic Coast. This often happens in August before the campers start on their annual migration southward to their homes.

The chance meeting with the killdeer plover may prompt the story of the golden plover at the camp fire, or the equally remarkable story of the sandpiper whose young start south in August without their parents guiding the way.

And so may we not truthfully say that the camp which is prepared to give the campers ten golden experiences next summer will have served its campers tenfold as compared with the camp that passes by all that is commonplace and is blind to all that happens on nature's stage.

## THE CAMP RATING AND CERTIFICATING EXPERIMENT.

**E**VER since Girl Scout camps have existed it has been a rule that a member of the local camp committee visit all camps under the committee's jurisdiction and that the local council send in a yearly report to local and national headquarters. For a while this method of maintaining high standards sufficed. However, everything pointed to a tremendous increase in Girl Scout camps and to expansion of programs. Local camp committees, multiplying in proportion to the camps, showed an earnest desire for progress. Fully aware of the problems attendant on growth, about eight years ago the national camp committee began to experiment with methods of camp reporting, with a view of finding one that would be not only uniform and systematic but would at the same time supply an incentive for very high standards. Those tried out proved not to be satisfactory. Three years ago they decided to work out a method of rating and certificating camps. Consultation with and services of the Personnel Research Federation resulted in the present "Visitor's Report of Girl Scout Camps." This document paints a graphic picture of each camp from many points of view. It is used in the present rating system and is carried out in this fashion:

For organizational purposes the country has been divided into twelve regions. When camping in one of these regions is sufficiently developed to warrant rating and the regional camp committee is active enough to carry it out, negotiations are entered into between national headquarters and the regional director and regional camp committee. The plan for carrying out the rating system in a particular region is launched at the regional conference, whereupon the local councils and the directors of camps are notified of the impending visit. Local camps often invite a visit long before it is possible to include them in the schedule.

During the summer, three official visitors, who have been specially trained by the national camp department make separate visits to each camp. Each visitor stays for at least twenty-four hours, which gives her a chance to observe the whole program and tone. Each visitor, without consulting the

by **EMELIA THOORSELL**, Secretary  
National Camp Advisory Staff, Girl Scouts, Inc.

other two, turns in a report which answers set questions on the subjects of camp site, waterfront protection, program and training, leadership, health and sanitation, food, physical equipment, business management and a careful estimate of the director's personality, character, and ability for her job. The rating of the director is done by checking one of a series of descriptions of each characteristic listed in the report, the series always ranging from the minimum to the maximum in each qualification. The composite score is what counts. One of the questions found on the first page establishes the human note characteristic of the whole study. It reads: "Describe weather during visit." Anyone who knows camping appreciates the significance of that request!

These visits for rating purposes are made during three successive camp seasons. It has been determined that visits made over a period of three years are necessary to evaluate properly the camp from every angle—whether it be health and sanitation, staff spirit or correct diet. Recommendations are made to the local camp committee at the end of each season but no final rating is made until the individual reports from the three visitors for three years have been checked against each other. Problems that come up during the visits are discussed openly with the local camp director. Final ratings are released to the regional camp advisor who is a member of the national staff and who works with the local camp committee to improve their camp standards. At the end of three years of rating, the camp is ready to be considered for a certificate. When the certificate has once been granted, it is renewed each year upon the recommendation of the regional camp committee.

The plan was launched for the first time at the Great Lakes Regional Conference, in Jackson, Michigan, in June 1930. Training was given to the official visitors at the regional conference and a member of the camp advisory staff was lent to the region to help with the experiment. The idea was put to work in that region that summer.

(CONTINUED ON PAGE 31)



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FREDERICK L. GUGGENHEIMER, Editor-in-Chief  
219 West 81st Street, New York, N. Y.

### EDITORIAL STAFF

LOUIS H. BLUMENTHAL  
121 Haight Street, San Francisco, Cal.

MRS. BLANCHE CARSTENS,  
Forest Hills, N. Y.

ELBERT K. FRETWELL, Ph.D.  
Teachers College, Columbia University, New York, N. Y.

A. E. HAMILTON  
Dover, N. J.

LAURA I. MATTOON  
Wolfeboro, New Hampshire

L. L. McDONALD  
Boy Scouts of America, 2 Park Ave., New York, N. Y.

CHAUNCEY G. PAXSON  
Windy Ridge Farm, R. D. No. 1, Norristown, Penna.

DWIGHT L. ROGERS, JR.  
122 East 42nd Street, New York, N. Y.

LLOYD B. SHARPE, Ph.D.  
University of Chicago, Chicago, Ill.

MRS. I. SPECTORSKY  
315 Central Park West, New York, N. Y.

FAY WELCH  
N. Y. State School of Forestry,  
Syracuse University, Syracuse, N. Y.

### PUBLICATION OFFICE

CDAA National Headquarters  
Hotel Commodore  
New York City  
Telephone Murray Hill 2-5979

## ITEMS OF INTEREST TO C. D. A. A. MEMBERS

The Executive Committee of the Camp Directors Association of America has decided to include in each issue of THE CAMPING MAGAZINE a report of their actions and plans with a view to keeping the members informed at all times of what the National Office is accomplishing in the desire to help the membership and forward the cause of Camping.

According to the constitution the Executive Committee shall consist of the President, Secretary, Treasurer and four members elected from the Board of Directors. The four other members so designated for the current year include Miss Emily H. Welch, Mr. L. L. McDonald, and the Presidents of the New York and Pennsylvania Sections, Mr. Ernest P. Roberts and Mr. Chauncey G. Paxson, respectively. This committee meets frequently and there have been five of the seven members present at all but one

meeting. Complete reports of what takes place at the meetings are sent to every member of the Board of Directors.

The financial situation of the Association has been carefully considered by the Executive Committee. A budget is being prepared and upon its adoption will be strictly adhered to. Every means of economy is being practised as far as possible.

A very able membership committee has been appointed with Mr. A. J. S. Martin as its chairman. Since the Montreat convention thirteen active and forty-six associate members have been elected. There are an additional twenty-five applications pending. This committee, as well as several other committees, hold their meetings in the National Office.

An amendment to the constitution is being prepared and will shortly be presented to the membership suggesting the forming of a counselor member class.

Mrs. Margaret P. Chalmers of our staff is in entire charge of our counselor placement service and has very carefully analyzed the qualifications of those members who are seeking positions for the summer. All of these applicants are very highly qualified and cover all sections of the country. Several have already been placed and those directors who have not yet completed their staff for the coming summer are urged to make use of this service.

The Special Committee on Radio Programs in cooperation with the National Broadcasting Company through WJZ and a nation wide chain of stations has already put on several very successful programs and is working on others. We have received over fifty requests for information about the C. D. A. A. as a result of the first broadcast.

The response to the recent letter from the Camp Directors Purchasing Bureau has been large. This bureau has been formed by Major Purcell with the approval of the Executive Committee. As outlined by the April issue of THE CAMPING MAGAZINE and in the subsequent letters sent out by Major Purcell, the Purchasing Bureau enables Directors to purchase supplies and equipment at a lower rate without changing their present way of purchasing. There are no paid officers and the Bureau is operated without expense to the Camp Directors Association. The profits are to be allocated in accordance with the direction of the Executive Committee.



Papers of Incorporation are now being filed, and by the time this magazine is published the Camp Directors Association of America should be incorporated as a membership corporation under the laws of the State of New York.

The Executive Committee, in cooperation with the membership committee, is working on plans to increase the membership in the Association. Several other committees have already been chosen and others are in process of formation. The Executive Committee is carefully considering the selection of a Board of Advisers.

Your Executive Committee is desirous at all times of keeping the membership fully informed of what it is trying to do. If you have any questions, criticisms or suggestions, please do not hesitate to send them to us.

## LONG AND SHORT TERM CAMPS — THEIR INTERRELATIONSHIP

(CONTINUED ON PAGE 1)

Our fundamental basis, purposes and ultimate aims and ideals do not differ. We are all seeking to find and develop the best and most intelligent methods to lead the child on to become the best kind of adult. In the nature of things, as individuals with differing environments and working with differing groups, we are ourselves learning things, we are ourselves having experiences, characteristic of our own personalities, opportunities and environments which render each of us the better able to help the other to appraise and apply the methods acquired in his environment, in order to attain the best possible results.

The differences between the private and organization camps then, even today, are superficial. The methods of true education are always the same,—for they are in a word those methods which provide learning experience through the best living situations, and differ only in the circumstance as to whether these processes are to be provided and experienced for a longer or shorter period of time. We must learn together,—we men and women who are seriously interested in the educational implications of camping whether it be in the short or long term camp,—through continuous exchange of ideas, especially as to methods and techniques,—how best to create and to develop those social and cultural and physical and spiritual living experiences for our respective groups.

## . . . DO YOU KNOW?—THAT:

The first series of Winter weather observations made on the top of Mt. Washington were conducted by Prof. Huntington in 1870-71. The most outstanding climatic feature are the terrific winds. In January, '78 blew the strongest natural blast ever measured instrumentally—186 mi. an hour.

As a part of the International Polar Year project, three young men took up their abode there last October, to remain until the middle of June, to get a better knowledge of the circulation of the earth's atmosphere, involving the study of the air at all accessible altitudes. Mt. Washington station lies in a region where there is a marked convergence of storm tracks crossing the continent, so that cyclonic disturbances are excessively frequent.

The first work-camp authorized by the relief bill was prepared on a hilly forty acre site by Forest Ranger G. L. Varney near Marienville, Pa., and was opened Apr. 20, for 220 men. Living, mess and wash house tents with wooden floors, wooden buildings for cook house, office and commissary, recreation hall, black smith shop and oil house were furnished. The tents, with side walls, accommodate six men. A swimming hole and out-door recreation facilities complete the plant. A large spring provides water, and natural gas for cooking and heating in winter is a luxury.

This spring these men will set out one million seedlings. The choice is interesting—Norway Spruce, red pine, white, and even some pitch pine, Scotch and larch.

These camps should repay a visit if there is one in your vicinity. Maine. 1. Stoneham Town, Oxford Co. New Hampshire 1. West of North Woodstock, Easton Town. Grafton Co. 3. South of north Woodstock, Thorntown Town, Grafton Co. 5. South of Bartlett on Swift River, Carroll Co. Vermont. 2. near Peru, Bennington Co.

The Institute of International Education, 2 W. 45th St., New York City, announces an opportunity for some seventy students to spend several profitable weeks in student camps in Germany, Holland, Wales, Switzerland, Austria. The mornings are spent in out-door work, the afternoons in recreation under qualified leaders. A three week period is available, board and room included from \$10 per week in Germany ranging down to \$2 in Austria.

## "TRUE AND FALSE EDUCATION"

(CONTINUED FROM PAGE 4)

is a situation. When they come to the table you see them act with reference to each other. Shall each one reach out and get what he wants or shall they act considerably with reference to each other's feelings? This again is a situation. It is a question of whether they are going to think in terms of the larger aspects or in terms of the narrow and immediate aspects. When they get out to play they are facing situations all the time. Are they going to get into quarrels with each other or think the thing through?

The place to get an education is where life is going on, real life, life presenting life situations. We older people may help the children get an education. All we can do is to help them face those situations so that they face each one better because we are there to help them and so that the next time they can face a like situation better still. That is education. Do you not see that education goes on forever? It never is finished any more than life is finished and if education is the right sort of thing it continually grows.

One of the main reasons that I am interested in camping is because I hoped that camp leaders would make such a good job of it that people would see what a real education could be and what real opportunities there are in camp for education, so that when they watch the camp they would come back to the school teachers and say, "Now look here, we have had enough of *your* kind of education." I want the camp to set an example to the school so that they will reform and have the kind of school that brings education in, instead of setting it up so that it is hard to get an education there at all. How many people do you know that it took a long time for them to get over school? You used textbooks in schools. How many people do you know that keep on using textbooks? If it is a good thing to do in, why is it not a good thing to do out? It isn't a good thing to do in. A textbook is an abomination; it is a substitute for thinking; it is a substitute for life; it talks about life. What we want to do is to live—we want the children to live. But, mind you, if they live narrowly, selfishly, then they are being educated into narrow, selfish people and I am sorry to say a great many people

have that kind of education. They have gone along as narrow, selfish persons and when they have a chance they behave narrowly and selfishly. We don't wish that. What we wish is an education that makes them take more into account, every day more and more, so that at the end of camp your boys and girls shall know that they should not act until they have taken more into account than they did the first day.

You should read Joshua Lieberman's book on Camping. It is a marvelous account of what boys and girls did do just along this line I am thinking about. I do not know where Joshua Lieberman learned it—he has it in that book. It is a wonderfully good book and just as true as any book I know—a wonderfully good book of how learning actually goes on, how the children were helped and how they did learn. What did they learn? They learned better how to take care of themselves, considering the various situations that came up.

Education then has to do with life, with meeting the different situations that life presents to us. Study is the intelligent effort at grappling with a situation and if we do grapple intelligently we are bound to learn. Whether we succeed or not we are bound to learn and we can use what we learned to do better next time. It is bound to be so. Some things are "heads I win and tails you lose" and studying is one of them. If you study you are bound to learn and in the degree that you study to that degree you are bound to learn. If you do not study much you will not learn much. Life is happy, life is successful, life is rich in the degree that we learn how to take more into account and then learn how to act accordingly. Habits and skills are to be used obediently to our best and deepest thought. We have to practice thinking so that the best gets better and the deepest thought gets still deeper; to take more and better into account. That is what we want in our day by day living; everything that comes up is important. This is life, this is grappling with life, and the accumulating result is education always going on. You, therefore, as Camp leaders and counselors should help these young people make a better job of it. For it is what they do that educates them and it is your job to help them do it better.

## CAMPING BY TROOPS

(CONTINUED FROM PAGE 10)

into the program in such a manner as to have the Scouts realize the use it has been to them in meeting actual circumstances in the field.

The Craft Training falls easily under the heads of Scoutcraft (the Second and First Class Requirements and the Merit Badge Work), Handcraft, Naturecraft, and Woodcraft. Generally an expert is secured for each of these who proceeds to break the troop and Patrol organization up into classes and to teach the work direct to the Scouts. Under the Troop Camping plan this does not occur. The Troop and Patrol organizations remain intact. The experts are still retained, but their methods are changed. From teachers they turn to advisors who move from Troop to Troop and Patrol to Patrol in their own camps suggesting and showing how the Troop and Patrol Leaders may carry out the various crafts under their own leadership. These men under the leadership of the Camp Directors are working out projects full of problems based upon the various crafts for the Troop and Patrols to carry out and solve. The Naturecraft Lodge in each Troop is presided over by a Boy Curator who is probably called "Bugs" by the rest of the gang, while the Handcraft Shop is under the direction of the "handy man" of the outfit whose hands are always itching for tools, plans and making things. It is with these chaps that the experts make contact and help them out of their difficulties with a suggestion here and a demonstration there, or present some new problem for them to work out. There are no formal classes, simply a definite time allotted each day or twice each day when the troop is in camp for the Scouts to use these shops. Indeed, if some enthusiast becomes absorbed in making an Indian Head Dress or a Bow and set of arrows who are we adults to shut off this urge by reminding him that "time's up, all out for the next bugle call." Of course the Scout cannot be permitted to avoid carrying out his regularly assigned detail of subsistent work when his turn comes.

When it comes to Scoutcraft and Woodcraft the Trail is the place to practice these. The Camp Director and his Staff Officers have worked out two or three projects or "Exploration Expeditions" which are filled

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with problems in Scoutcraft and Woodcraft and involve the Troop going on the trail, twenty-four, forty-eight or seventy-two hours. They have Scouted out the territory beforehand and located a line of march with camping sites, water, etc. All of this they reduce to maps and compass directions. They have made sure that it is possible to signal from one camping spot to another, and that it is possible to signal from one camping place to another all the way back to the camp in order that hour check up reports may be signalled back to the main camp. Signalling with a real purpose behind it has zest and excitement. The Troop officers are called into conference and the plan talked over and the instructions turned over to them with sealed envelopes containing the various problems. These envelopes are marked with the dates and hours they are to be opened. The Troop leaders are given a day in which to prepare their Troops for the problem. During this day all equipment is checked over, packs repaired, or pack boards built for those who do not have them, supplies are drawn, cook kits doped out, assurance that each marching unit has a competent signaller, first aid kits looked after, etc., and so on. It is not hard to realize the excitement and anticipation that will exist under these circumstances. The next morning at a given hour all but the anchor patrol, that is to remain in camp as the base force, moves out of camp with the map and directions of the route in the hands of the Patrol Leader of the Patrol that is to establish the First Support Camp. When this camp has been reached, the signallers establish contact with the Base Camp and report in, while the remainder of the Troop marches on under the direction of the Patrol Leaders of the Second Support Camp Patrol. This patrol repeats the action of the first Support Camp. The remaining patrol now proceeds to the Third Support Camp, where half of the patrol goes into camp under the Asst. Patrol Leader and gets into signal contact with the nearest group and reports in. The other half of the Patrol now goes ahead to the Fourth Support camp and leaves two Scouts at that point, while the Patrol Leader and his buddy go on to the last camp. The Assistant Scoutmasters and the Senior Patrol Leader have attached themselves to whatever camp, conditions indicate is the most desirable. The Camp Director and his Staff are making it their business to get out on the ground and form con-

tacts to help and advise. From time to time the sealed envelopes must be opened—one has a first aid problem that involves the whole troop, another a problem in mapping a certain described piece of the country, another directs that the compass direction NNE be laid down and the patrol proceed five hundred strides making a complete inventory of all flowers in blossom twenty-five feet, on either side of the march. Here are all of the tests and requirements presented in a new light. Here the Scouts are on their own, with friendly officers in the offing to give help and advice. This is real life! It is making a game of Scouting.

### *Activities*

No camp would be complete without songs, yells, camp fires, plays, circuses, street fairs and pageants. The Troops and Patrols are now solid working units having faith in themselves. Show them what you want done and the results will be amazing. Let the brilliant performer show his patrol how to get things over—let them support him, build the activity around him using the other members of his patrol. By all means have certain camp fire gatherings where all Troops come together, work by Troops and through the Troop Leaders. They are the men who have to struggle with those Scouts the other fifty weeks in the year, give them every opportunity to learn how to do it under your expert guidance and help. Study each activity and make sure that it will furnish joy and satisfaction to the Scouts and their leaders.

### *Aquatics*

Every Scout going to a camp would feel that it was not complete unless there was swimming, boating and canoeing. The handling of this is perhaps the only exception to the rule of troop participation, particularly in so far as it relates to direct control by a Staff Expert. The regulations promulgated by the Health and Safety Service should be carried out without any deviation. This may be said, however:—the Swimming Director should see to it that every Troop, indeed, every patrol has at least one of its members trained as a life saver. He should also advise the Scoutmaster of the programs the members of the Troop make in swimming—those who cannot swim and those who for one reason or another are considered as not being able to go



into the water. The same should also apply to the boating and canoeing. At least one Scout in each patrol should be taught to handle a boat and one to handle a canoe.

### *Health and Safety*

While the usual First Aid Station should be established and presided over by a Doctor, and all of the other regulations carried out to the fullest extent, the practice of sick call should be discontinued and the Camp Doctor circulate through the various troops, making his inspections and checking up on the health of the Scouts. It is also the Doctor's duty to check on the sanitation both in the main camp as well as on the trail. If there is any question about the purity of water, chlorine or other water disinfectants shall be provided by the Doctor and it shall be his duty to see that each Troop is fully equipped by patrols for this purpose before leaving on trail work.

### *Conclusion*

From all of the foregoing it will be seen that it is possible to make a highly interesting and absorbing game of every phase of camping. Troop Camping will wipe out the routine and atmosphere of the class; it will furnish a job for the Troop Officers which will appeal to their self respect and pride, and more valuable still, it will send not only the Troop Officers back home with a greatly increased knowledge of the technique of organization necessary to carry on good Scouting, but it will send the Scouts back more closely knit together as a Troop.

## C.D.A.A. COMMITTEE ON STANDARDS AND CERTIFICATES

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# FOR YOUR BOOKSHELF

A recent meeting of the New York Section of the C. D. A. A. was addressed by Prof. David Snedden of Teacher's College, and was both edified and entertained. His thesis for some years has been that children should not begin their formal education before nine years of age, be taught to write before ten, to learn tables before eleven. Their learning up to that period should be directed by the home, should consist largely of development of brawn and muscle, manipulation of tools and toys, with a maximum of out-door life. What view point of an educator could please camp directors more, if they consider their camp life and programs the most important contribution to American education? Prof. Snedden admitted that a family must be governed in its educational plans by its environment and did not seem disturbed that a granddaughter living in a New York apartment had attended a Nursery School at eighteen months of age.

Camp Directors may find more ammunition to back their point of view in H. S. Mencken's *What is Going on in the World*, in the February Mercury. His thesis is that the public Schools are costing the American Taxpayer twice as much as the income tax, three times as much as the war veterans, or the service of the national debt, ten times as much as the last tariff. In 1880 fifteen million children were educated at a cost of \$5 each per year. In 1933 thirty million are educated at a cost nearing \$100 each.

Have the public schools gone on a joy ride? Dr. Snedden said the aim of our educational system is to provide the country with an enlightened electorate and he was dubious of results. Mencken says they have failed completely and miserably, for the electorate is no more enlightened today than they were before the school system was set up.

One hundred years ago the American people were politically minded; now they are so lethargic it takes a calamity to arouse them at all. You will be at least entertained to read what Mencken thinks we are getting for our vast expenditure, although you may disagree with some statements.

Evidently the teachers also are interested

in the relationship between civic reform and educational standards. Dr. Tildsley, District Supt. of Schools in an address said "We are producing the kind of citizen who is responsible for our bad city government. The teacher should compel an honest day's work in return for an honest day's credit." Can camps help make citizens who will be interested in public affairs?

Should not an intelligent Camp Director have some idea of the findings of the President's Research Committee on Social Trends? A very readable review of seventy-five pages can be obtained from the offices of the Committee—230 Park Ave., New York, N. Y. If you are not interested in the whole field you will be in the monograph published by the committee entitled, *Americans at Play*, by Dr. Jesse F. Steiner, Prof. of Sociology at the Univ. of Washington. In 1928 America spent for recreation, conservatively, \$10,165,857,000, the recreation being dominated by the automobile, motion picture, radio, and competitive sports. During the last ten years a new popular interest in recreation has revolutionized the habits of the people and created an unprecedented willingness to spend money freely for sports and amusements. The recent trend is away from the more simple and less expensive leisure time pursuits—bicycles gave place to automobiles, canoes to motor boats. "Perhaps the necessity for retrenchment in the scale of living may give new impetus to leisure time activities that can be enjoyed at a minimum of expense." Can the camps help any in this change of evaluation?

A camp director once reported at a gathering that the past season her girls had been especially interested in poetry—and had usually taken some volume of poetry along on hikes and trips for reading during rests or around the Camp Fires. A book by Elizabeth Drew, W. W. Morton Co., *Discovering Poetry*, would be enjoyed by such a group. "To those who, because poetry seems difficult, or what not, have avoided poetry, it opens new and lovely paths to reluctant feet." One fourth the book is quoted poetry. The evaluator is Percy Hutchinson, and he believes the most permanent solace of all is poetry.

Here is a description in poetry of a prized pleasure allowed occasionally at camps, under careful supervision.

*Who once has worn the raiment of the rain  
As his bright cloak can never know again  
So intimate a garment till he lies  
Under the grass roots, warm earth on his eyes.  
Something primeval has enveloped him  
And proven his sinew. Who has learned to swim  
By summer moonlight, naked and alone,  
Hearing no sound but surf and making none  
But that which thunders in his heart, has found  
Affinity with right; he has been gowned—  
In mist and darkness... Suddenly amid  
The surge and flow of waters held and hid  
In long embrace of liquid arms, the pain  
Of quickened sense, in throb and throe like rain  
In paroxysmic swiftness has been his  
Thrilling his flesh with vibrant emphasis.  
Who once has worn the mantle of such pain  
Can never hope to clothe himself again  
With ordinary cloth; he finds too much  
Of glory in the fluid thrust, the touch  
Of mood and silence, in the eagerness  
Of gentle winds upon his nakedness.  
Fabrics are not for him, nor woven stuff;  
The beauty of his being is enough  
To garb him nobly till at last he lies  
Under the grass roots, warm earth on his eyes.*

CARL JOHN BOSTELMANN.

Clipped from *New York Times*.

"Any one interested in children and children's reading will not want to miss Children's Books in England. Five Centuries of Social Life" F. J. Harvey Darton. Macmillan. If this is available in libraries, it would be well worth a perusal.

This is the last call for this season! If the reader knows of just one good camp fire story won't you send its name and where it may be found to this column on a postal.

Good literature, like mountains, lakes, fresh air, belongs to us all. B. C.

## C.D.A.A. COMMITTEE ON STANDARDS AND CERTIFICATES

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## THE GIRL SCOUT TRAINING CAMP

By EMILIA A. THOORSELL

**S**INCE camping is so important a part of the Girl Scout program, training for camp leadership has been a concern of the Girl Scout organization from its earliest years. It has kept pace qualitatively with the development of the camp standards and quantitatively with the spread of the national training program. Constantly deepening realization of the need for trained leadership, volunteer as well as professional, steadily increases the demand for this training.

The aims of the training are best shown by quoting the description of two courses included in the comprehensive training program.

### CAMP DIRECTORS

This course is a study of organization and administration of various kinds of camps and is open to those who are directing girls' camps or who are qualified to do so. It includes suggestions for program planning and schedule; demonstrations of camp equipment, construction, and layout; outline of duties of camp committee, director, and counselors, and their responsibilities to the camp, each other, and the community; discussion on program material, minimum standards, camp rating, staff selection and training, history and educational possibilities of camping. Activities include outdoor cooking, planning food and equipment for various trips away from camp, camp fire program material, and actual practice in camp living. Committee members interested in camp administration are welcome in this course.

### CAMP COUNSELORS

This course is designed to provide a background of practical experience and theory for those intending to qualify as counselors in an organized camp. It covers skills in campcraft, outdoor cooking, handicraft, and other program activities as well as discussion on camp government and staff responsibilities. It gives experience in planning programs and schedules and in integrating the activities of the entire camp. It may include a short camping trip away from the main camp. While every student is given an opportunity for the study and practice of her own specialty, the main emphasis is on the role of the counselor in a well-balanced camp program.

The Camp Counselors' Course is often divided into groups on the basis of the major special interest, particularly at Camp Edith Macy where the enrollment is large. Nature, pioneering, waterfront, arts and crafts, and dramatics are the specialties most often developed, but the accent of the course is less on what may be called content in these fields than on using that material in program planning, fitting the special program in its due place in the total camp picture, and on the part the counselor plays in relation to the camp as a whole. Its function is not to turn out specialists in nature, dramatics, or waterfront—a presumption indeed in a course limited to two weeks, but to equip those specialists to fit into camp life and make their contributions to it.

In the same way, the function of the Camp Directors' Course is not to teach elementary camp techniques, not, in other words, to make a camper, though alas, it is too often expected to do just that. It presupposes knowledge of how to live in the woods and a love for such living. It presupposes further a knowledge of the educational principles underlying the camping movement and experience in dealing with people, both girl campers and staff colleagues. For women with this background, it accents administrative methods from the professional point of view.

It is part of the educational philosophy of the Girl Scout organization that training for camp leadership should be done in camp, where the whole setting and living conditions contribute vitally to the course. The four national training schools and other camps used as training centers are representative of the best accepted standards of layout, equipment and safety measures. The students live in troop units, sharing in the management of camp affairs through their patrols and Court of Honor,—the unique Girl Scout method of self-government, duplicating as nearly as possible the conditions under which their girls will live in camp. The instructing staff is distributed among the units, as are counselors in a girls' camp, again reproducing the picture of the usual camp situation.

The one-week camp which forms the core



of this course is always of the primitive type. Starting from scratch, the group stays at the training camp base only long enough to make necessary preparations before going out to the chosen site, where they set up their camp and live in it for a week, testing the practicality of their construction, and experiencing the activities which form the basis of such a camp program.

Always adventurous, the Troop Camping Course says the last word in this line when it takes the form of a Gypsy Trip. As special advanced camping for experienced campers, gypsy trips require especially trained leaders, equipped not so much to cope with varied emergencies as to minimize the possibility of emergencies through thorough knowledge and careful planning which removes unnecessary hazards while leaving plenty of adventure.

In accordance with the philosophy already stated, training for this type of camping takes the form of a Gypsy Trip. The group is limited to a small number and the proportion of staff to students is high. The principles of troop camping are interpreted through practice and discussed around the camp fire or during a noon rest. Specialized techniques vary of course with the transportation used, and that in turn depends upon the locality.

Traditional among troop camping courses are the Pack Trip and the Voyager Trip. Starting from Camp Mary White, Roswell, New Mexico, the Pack Trip follows a route over mountains and desert to the famous Carlsbad Caverns, scaling cliffs to visit the caves of the ancient basket makers. Students learn to saddle their own horses and hobble them at night, to stay with the "outfit", to share the responsibility for equipment and for pitching camp, and to sleep soundly whether they find brush for shelter or have nothing between them and the desert stars.

The Voyager Trip is made by canoe, following the routes and portages made famous by the French voyageurs who were the first comers to the lakes and forests of the Canadian border. Paddling to the swing of the old voyageur songs, learning to load a canoe to exactly the right point of balance, making friends with beaver and deer and other wood folk, are all part of this experience.

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camp training. In these, as in all the training for camp leadership, the plan is to duplicate as nearly as possible the conditions under which girls live in camps, supplementing this practical experience with discussion and interpretation in terms of the educational principles involved and the responsibilities of leadership.

Out of this system comes the leisure which is an important factor in a balanced daily schedule, though it is frequently hard to reconcile this principle with the ambitions of students who want to learn everything in two weeks. The daily schedule is less flexible than that in girls' camps, because the necessity of covering a certain amount of material not only fixes to considerable extent the selection of activities, but also demands regular periods, usually two hours in the morning and one and a half or two hours in the afternoon.

The annual announcement of the National Training Schools and Courses for 1933 lists six Camp Directors' and five Camp Counselors' Courses in various sections of the country. Most of them take place in June, in preparation for the summer season. (Information regarding these may be obtained from Girl Scouts, Inc., 570 Lexington Avenue, New York City.) These courses furnish most of the membership for the staff of established camps. But established camps constitute only part of the Girl Scout camping program. Another very important part of our camp program comprises the troop camps in which the troop, (the unit of Girl Scout organization, usually twenty to thirty girls), camps on its own, under the leadership of its captain and assistant leaders. Training for this group is quite as essential as the other, and is provided in the Troop Camping Course described as follows:

This course is designed for leaders who are planning to take their troops camping. It includes planning, preparing, and actually carrying out a week's camping trip as it would be done by a troop. There are discussions and demonstrations on the choice and arrangement of camp sites, tents and other shelters, food and food values, storing and transportation of equipment, sanitation, health and safety, leadership and program, et cetera. The value of camp as a means of carrying out the Girl Scout ideals and activities is an important part of this course. A student must have taken a Tramping and Trailing Course or have had equivalent camping experience.

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## THE CAMP RATING AND CERTIFICATING EXPERIMENT

(CONTINUED FROM PAGE 17)

At the national camp committee meeting in November, 1930, reports were turned in on the results of the summer's experiment, which showed that twenty-six camps had been visited. Present at the meeting were those who had planned the rating system, those who had used it and those who expected to use it. The plan was generally conceded to be not only practical and valuable but also very popular. Camps had been cordial in their reception of visitors and everywhere showed a real desire to co-operate. One camp even complained that only one camp visitor had come instead of the three necessary for rating!

The organization decided to proceed slowly and to introduce the plan in only two or three regions that year. This was done successfully. In 1932 four regions, where 207 camps had been visited, turned in excellent constructive reports. More and more camps are asking for the same service. The summer of 1933 will see the plan in operation in six regions. Graphs for the future gradually include all the regions.

These reports would be interesting, but valueless unless properly collated and evaluated. The final, and therefore most valuable step in this procedure, is what is done with these many reports. The national camp department receives them all. The total record of a single region sets the standards for that region. The resulting picture shows all the camps—in relation to each other—and makes it possible to judge where the weak points lie.

A summary of the visitors' report is sent each fall to the national staff member in the region and to the local camp committee in charge of the camp. It has proved a far more satisfactory method of helping to bring up standards and encourage high quality leadership than any former method used. The camp committee sees where its camp stands in relation to all other camps in the region, and knows in detail its strength and weakness.

Three years of such reports of high quality are required to certificate a camp. Considering the short time this has been in practice, the results are most gratifying to the national headquarters. Two regions, the Great Lakes area and the New England section, both having been visited for three

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years in succession, were ready for certification this year. Twenty-nine camps in New England were given certificates and seventeen in the Great Lakes section.

The small square of yellow paper that is the certificate, is a symbol of high standards achieved. In addition, it so keys the standards for all Girl Scout camps that no camp will be content with "average" classification but will work steadily to join the group termed "superior."

# WHERE TO BUY IT

## Archery Supplies

Indian Archery & Toy Corp  
210-212-214 Fulton av Evansville, Ind.  
Outdoor Supply Co Inc 168 Madison av  
New York N Y  
Rounseville-Rohm Box 300  
Hazel Crest Ill

## Arts and Crafts Material

American Crayon Co The Sandusky Ohio  
Art-Craft Industries  
*Weaving on net no loom required*  
66 Church Cambridge Mass  
Buffalo Dental Mfg Co 145 Kehr  
Buffalo N Y  
Dannenhauer C W 141-43 N 4th  
Philadelphia Pa  
Dixon William Inc 32-34-36 E Kinney  
Newark N J  
110 Fulton New York N Y  
36 W 47th New York N Y  
Hammett J L Co Kendall Sq  
Cambridge Mass  
Holley Associates The  
*Ye Susan Burr Hooked Rug Machine*  
Torrington Conn  
Kuempel Co Riverside Dr  
Guttenberg Iowa  
Reed Loom Co Springfield O  
Riebe Erwin M Co 159 E 60th  
New York N Y  
Tea Tile Mfg Co The Newton Ia

## Basswood—Puzzle Stock

New England Panel Co 7 Charlton  
Everett Mass

## Bedding

Englander Spring Bed Co 100 W 32d  
New York N Y

## Beds

Englander Spring Bed Co 100 W 32d  
New York N Y  
Outdoor Supply Co Inc 168 Madison av  
New York N Y

## Beverages

Stevenot Chas J & Co Inc  
*Kwik Maid ready cocoa for hot chocolate*  
382 Pearl New York N Y  
Wander Co The  
*Ovaltine*  
180 N Michigan av Chicago Ill

## Blankets

Outdoor Supply Co Inc 168 Madison av  
New York N Y  
Strong Hewat & Co 51 Madison av  
New York N Y

## Boats and Canoes

Pioneer Mfg Co 617 Perry  
Middlebury Ind

## Books on Camping

Association Press 347 Madison av  
New York N Y

## Cameras

Agfa Ansco Corp Binghamton N Y

## Camp Outfitters

Outdoor Supply Co Inc 168 Madison av  
New York N Y

## Camp & School Outfitters

McCarthy & Simon Inc 7-9 W 36th  
New York N Y

## Clock Movements & Clock Case Drawings

Kuempel Co Riverside Dr  
Guttenberg Iowa

## Dart Games

Indian Archery & Toy Corp  
210-212-214 Fulton av Evansville Ind

## Developing & Printing

Fotoshop Inc 136 W 32d New York N Y

## Electrical Projects for Vocational Classes

Kuempel Co Riverside Dr  
Guttenberg Iowa

## Emblems and Trophies

Association Press 347 Madison av  
New York N Y  
Turbyville Fred 225 E Redwood  
Baltimore Md

## Fire Protection Equipment

Fenwick-Reddaway Mfg Co 46 Paris  
Newark N J

## Flags, Pennants, Banners

Outdoor Supply Co Inc 168 Madison av  
New York N Y

## Food Supplies

Wales Co The 9 Cedar  
Newton Centre Mass  
Wander Co The  
*Ovaltine*  
180 N Michigan av Chicago Ill

## Furniture

Kuempel Co  
*Knock-Down unfinished for vocational classes*  
Riverside Dr Guttenberg Iowa

## Games

Indian Archery & Toy Corp  
210-212-214 Fulton av Evansville Ind

## Hardware

Kuempel Co  
*Special for vocational classes*  
Riverside Dr Guttenberg Iowa

## Hospital Supplies

Englander Spring Bed Co  
100 W 32d New York N Y

## Jams

Wales Co The 9 Cedar  
Newton Centre Mass

## Jellies

Wales Co The 9 Cedar  
Newton Centre Mass

## Laundries

Fox Square Laundry Co Inc  
1471 Edgewater Rd Bronx New York NY

## Leathercraft Supplies

Dannenhauer C W  
141-43 N 4th Philadelphia Pa  
Graton & Knight Co  
356 Franklin Worcester Mass

## Manual Training Equipment

Buffalo Dental Mfg Co  
145 Kehr Buffalo N Y  
Dixon William Inc 32-34-36 E Kinney  
Newark N J  
110 Fulton New York N Y  
36 W 47 New York N Y  
Holley Associates The  
*Ye Susan Burr-Hooked Rug Machine*  
Torrington Conn

## Medals-Jewelry, etc.

Turbyville Fred 225 E Redwood  
Baltimore Md

## Mosquito & Fly Spray

John Opitz Inc 5014 39th  
Long Island City N Y

## Motion Picture Equipment

Agfa Ansco Corp Binghamton N Y  
Fotoshop Inc 136 W 32d New York N Y  
Ross Herman Enterprises Inc  
630 9th av New York N Y

## Motion Picture Films

Ross Herman Enterprises Inc  
630 9th av New York N Y

## Oars & Paddles

Pioneer Mfg Co 617 Perry  
Middlebury Ind

## Paper Products

Premier Paper Co 417 5th av  
New York N Y

## Photographic Materials

Agfa Ansco Corp Binghamton N Y

## Photographic Supplies

Fotoshop Inc 136 W 32d New York N Y

## Plywood

New England Panel Co  
7 Charlton Everett Mass

## Post Cards

Artvue Post Card Co.  
225 5th Ave. New York, N. Y.  
Glazier Herbert E. & Co.  
421 Dudley Boston (Roxbury Sta.) Mass.

## Sheepskin Craft Supplies

Graton & Knight Co.  
356 Franklin, Worcester, Mass.

## Shuffleboard Equipment

Shuffleboard Equipment Co.  
So. Madison, Nappanee, Ind.

## Tents

Outdoor Supply Co Inc  
168 Madison av New York N Y

## Water Supply System

Fenwick-Reddaway Mfg. Co.  
46 Paris, Newark, N. J.

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Please send me 5-gallon, Ranger Special knapsack container with pump. At end of ten days I will either return unit or you will bill me for \$8.50.

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NEWARK, N. J.

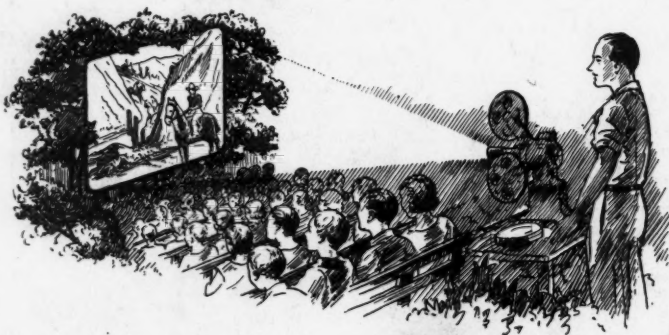
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Give them

# m o t i o n   p i c t u r e s



this summer!

It's the grandest form of evening entertainment for campers—and one of the least expensive—and boys and girls alike will enjoy the latest Broadway films after a strenuous day of camp activities!

Buy your own projector and rent the newest movies from  
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We will buy back your projector on liberal terms, when the summer is over—and we will rent a feature and 2 reels (about 2 hour show) for one night's run a week for \$4.25 (only \$42.50 for a ten-week season) and postage charges. Rates slightly higher to camps beyond 100 mile radius of New York.

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